


World-class Instructional Design and Assessment

Administering the WIDA ACCESS Placement Test (W-APT)™ Grades 1-12

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Workshop Outline



- Identifying Students as ELLs
- Training Objectives
- W-APT™ Overview
- W-APT™ Test Administration: Speaking
- W-APT™ Test Administration: Listening and Reading
- W-APT™ Test Administration: Writing
- Interpreting Test Results

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Identifying Student as ELLs



- Give each new student in your district the home-language survey.
- If the answer to any of the 4 required home-language survey questions is any language other than English, then administer the screener, W-APT.
- The W-APT is downloadable free to districts from the website: www.wida.us. Contact Chris Williams for a password.
- The results of the W-APT must be shared with parents within the first 30 days of the school year or within 2 weeks of enrollment during the school year.

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Identifying Student as ELLs



- A program services plan committee will design a Program Services Plan (PSP) for each identified LEP student. The teacher will provide services throughout the year with appropriate instructional and assessment accommodations for each individual LEP student.

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Training Objectives




- To learn how to administer the WIDA ACCESS Placement Test (W-APT)™ (Speaking, Listening, Reading and Writing components) for Grades 1-12
- To learn how to use W-APT™ results to make ELL placement and/or service decisions

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The WIDA ELP Standards



Standard 1—SI

- English language learners communicate in English for Social and Instructional purposes in the school setting.

Standard 2—LA

- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Standard 3—MA

- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Math.

Standard 4—SC

- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

Standard 5—SS


- English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

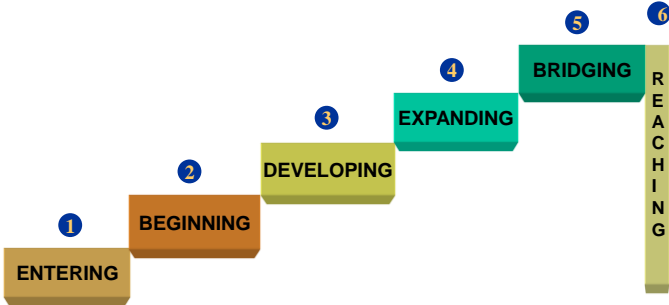
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Five Levels of English Language Proficiency






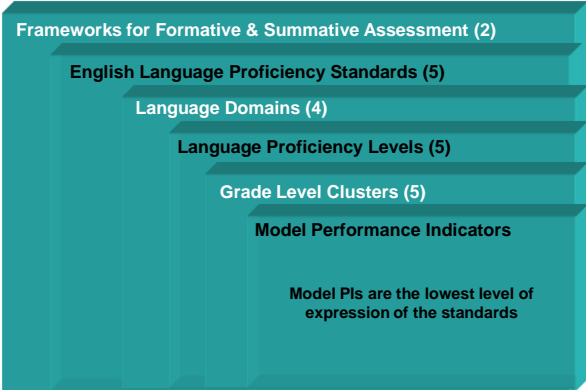
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Overall Organization of Standards





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Organization of PI's within Standards



	Example Topics	Level 2 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Resources & supplies	Identify needed resources or supplies for activities from pictures and oral statements (e.g., "pencils," "paper," "computers")	Match needed resources or supplies with types of activities from pictures and oral statements (e.g., "calculation & math books")	Categorize needed resources or supplies with types of activities from pictures and oral descriptions	Analyze tasks or projects by written and match with needed resources based on pictures and oral discourse	Evaluate and select needed resources for tasks or projects based on oral discourse
SPKING	Instructions/ Assignments	Respond to WH- questions and commands based on oral instructions or visually supported assignments	Paraphrase or retell instructions or visually supported assignments (e.g., recap of homework)	Recount steps for instructions or instructions or visually supported assignments (e.g., through think-alouds)	Summarize oral instructions or visually supported assignments	Explain, with details, reasons for instructions or assignments appropriate for grade level
READING	Use of information	Locate words or phrases on socially-related topics (e.g., school dances) from visually supported information (e.g., on posters)	Identify sentence level information or socially-related topics from illustrated text (e.g., in advertisements or instructions)	Summarize information on socially-related topics from illustrated paragraphs	Interpret information on socially-related topics from illustrated text (e.g., directions for board or video games)	Infer information on socially-related topics from text
WRITING	School life	Make lists associated with school life from visual and word phrase banks (e.g., subjects, classes, activities)	Outline or complete graphic organizers about school life (e.g., weekly schedule with times and subjects)	Discuss different aspects of school life using graphic organizers (e.g., likes and dislikes, favorite subjects on T-chart)	Suggest ideas for making changes to school life (e.g., rearranging schedules for adding clubs) using graphic organizers	Propose changes to school life and give reasons for choices (e.g., policies or procedures)

ELP Standard 1: Social and Instructional Language, Summative Framework



Grades 6-8

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Individual Model Performance Indicators (PIs) as Basis of Test Items



	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Resources & supplies	Identify needed resources or supplies for activities from pictures and oral statements (e.g., "pencils," "paper," "computers")	Match needed resources or supplies with types of activities from pictures and oral statements (e.g., calculators & math books)	Categorize needed resources or supplies with types of activities from pictures and oral descriptions	Analyze tasks or projects by activities and match with needed resources based on pictures and oral discourse	Evaluate and select needed resources for tasks or projects based on oral discourse

Grades 6-8

Standard 1: Social and Instructional Language

Listening

Example topic: Resources & Supplies

Level 2: Beginning

Match needed resources or supplies with type of activities from pictures and oral statements (e.g., calculators & math books)

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Sequence of Model PI's within a Theme Folder



	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Resources & supplies	Identify needed resources or supplies for activities from pictures and oral statements (e.g., "pencils," "paper," "computers")	Match needed resources or supplies with types of activities from pictures and oral statements (e.g., calculations & math books)	Categorize needed resources or supplies with types of activities from pictures and oral descriptions	Analyze tasks or projects by activities and match with needed resources based on pictures and oral discourse	Evaluate and select needed resources for tasks or projects based on oral discourse

**Model PI's for a Tier B Theme
Folder for 6-8**

Grades 6-8

Standard 1: Social and Instructional Language

Listening

Example topic: Resources & Supplies

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W-APT™ Overview



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Purposes of the W-APT™




- To identify students who may be candidates for English as a second language (ESL) and/or bilingual services;
- To determine the academic English language proficiency level of students new to a school or to the U.S. school system in order to determine appropriate levels and amounts of instructional services; and
- To accurately assign students identified as ELLs to one of the 3 tiers for ACCESS for ELLs® testing.
- The W-APT is NOT used for program exit decisions!

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W-APT™ Background




- Aligned to WIDA ELP Standards
- 5 grade level cluster forms: K, 1-2, 3-5, 6-8, 9-12
- Results in scores from proficiency levels 1-6
- No tiers
- Fully adaptive
- Individually administered

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How to Access the W-APT™

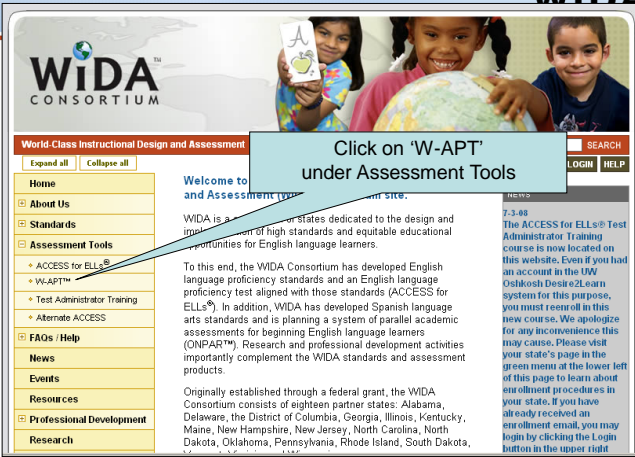


- Free download at www.wida.us
- Semi-secure – accessible via district wide W-APT login
 - Username: ky + (district number)
 - Password: bluegrass +(DAC's last name)
- Printing and dissemination – district dependant
- Master copy may be ordered from MetriTech, Inc. for \$90; call 1-800-747-4868

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 - Professional Development
 - Research


Click on 'The W-APT test forms and administration manual'

W-APT™




W-APT, stands for the "WIDA-ACCESS Practice Assessment Test™." This assessment tool, known as the "screener," is used by educators to measure the English language proficiency of students who have recently arrived in the U.S. or in a particular district. It can help to determine whether or not a child is in need of English language instructional services, and if so, at what level.

The W-APT™ test forms and administration manual (PDF files) are available to all authorized users from WIDA Consortium member states. You must enter your district's W-APT™ username and password in order to view or print these files. Please contact your district or state ESL or testing coordinator if you have not received your login information.

The W-APT™ Score Calculator is a tool to save test administrators the time and trouble of manually converting raw scores and calculating the composite proficiency level (CPL) scores. With the click of a button, it calculates



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Login

To access this part of the WiDA website, you must be an authorized user with a valid username and password. Authorized WiDA website users include WiDA administrators and teachers/administrators in a WiDA Consortium member state who have responsibilities that include identifying and assessing English language learners in public schools.

User names that start with the letters "WiDA" are for our old training site, the Desires2Learn (D2L) system. They will not log you in to this website. If you are attempting to view the WiDA ACCESS Placement Test (IN-APT)™ and you have forgotten your username and password, please contact your district or state ELL coordinator.

Have a test administrator training account and forgot your password?

The assessment materials and training presented in the secure section of this website are brought to you by the World-Class Instructional Design and Assessment Consortium and its partner, the [Center for Applied Linguistics](#).



Enter your login information:

Username: ky000

Password: bluegrasswilliams

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The screenshot shows the WIDA Consortium website for ACCESS for ELLs Test Administration Training. The header includes the WIDA Consortium logo and a photo of three students. The main content area has a blue navigation bar with 'ACCESS for ELLs Test Administration Training' and a search bar. Below the navigation bar, there is a sidebar with a list of training modules: WIDA Home, Training Course Home, Overview Module, Test Management Module, Group Test Module, Speaking Test Module, Handwritten Test Module, and My ACCESS Training. The main content area features a 'Welcome Tim!' message, a 'What would you like to do?' prompt, and three buttons: 'View/Download the W-APT assessment and manuals', 'Begin Review ACCESS for ELLs Test Administration Training', and 'View my Data Scores'. A callout box points to the first button with the text 'Click on 'View/Download W-APT assessment and manuals''.

WIDA
CONSORTIUM

ACCESS for ELLs Test Administration Training

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WIDA Home

Training Course Home

Overview Module

Test Management Module

Group Test Module

Speaking Test Module

Handwritten Test Module

My ACCESS Training

WIDA STATES

Alabama

Delaware

District of Columbia

Georgia

Illinois

Indiana

Iowa

Kentucky

Maine

New Hampshire

New Jersey

North Dakota

Oklahoma

Pennsylvania

Florida

Vermont

Virginia

Welcome Tim!

What would you like to do?

View/Download the W-APT assessment and manuals


Begin Review ACCESS for ELLs Test Administration Training

View my Data Scores

Click on 'View/Download W-APT assessment and manuals'

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learners in public schools.

You also agree that these documents are copyrighted, are not to be sold, are not to be disseminated, and should be destroyed if they are not to be reused or recanted under lock and key if they will be reused. If any of the above statements are not true, you must immediately log out from this site without viewing or retrieving any of the W-APT™ documents.

Two options for accessing the W-APT™ documents are available

- **Order a Master Copy**

To place an order for a pre-printed master copy of the W-APT™, contact MasterTech, Inc. Call MasterTech WIDA customer service at (800) 747-4080 and ask for WIDA Support or place your order via email: order@mastertech.com. Complete copies are \$90.00 plus shipping. Copies will be sent only to school or district addresses.
- **Download for Free**

Before you download the documents, please make sure you have read and agreed to the statement above.

[W-APT™ Download Instructions](#)

[W-APT™ Test Administration Manual Grades 1-12](#)

[W-APT™ Scored Student Writing Sample Examples](#)

These samples are authentic writing tasks completed by students who participated in the 2005 field test of the W-APT™. They include both benchmark papers and training papers to assist you in developing your ability to reliably rate your own students' writing.

[Understand](#) (Students in Pre-1 through 1st semester Grade 1)

[Grade 1 - 5](#) (Students in 1st semester Grade 1 through 1st semester Grade 5)

[Grade 3 - 5](#) (Students in 2nd semester Grade 3 through 1st semester Grade 6)

[Grade 6 - 8](#) (Students in 2nd semester Grade 6 through 1st semester Grade 9)

[Grade 9 - 12](#) (Students in 2nd semester Grade 9 through 1st semester Grade 12)

Select what you would like to download:

- Instructions for printing and binding
- Manual
- Scored Student Samples
- Specific grade level cluster test

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Grades 6 - 8 W-APT™ Documents

The documents on this page are for students in 2nd semester Grade 6 through 1st semester Grade 9. In addition to the W-APT™ Test Administration Manual Grades 1-12, there are four required documents:

Documents for Grade 6 to Grade 8

Grades 6 - 8 Main W-APT™ Test Booklet

Grades 6 - 8 Test Administrator's Script

Grades 6 - 8 Student Writing Booklet

Grade 6 - 8 W-APT™ Scoring Sheet

Group Administration

The W-APT™ is designed to be individually administered at all grade levels. In the rare cases when group administration is necessary, it is important to keep groups small (ten children or fewer). Only the Listening, Reading, and Writing tests for grades 1-12 can be administered in a group format. The Kindergarten test and the Speaking test for grades 1-12 must be individually administered. Please see pages 39-42 of the W-APT™ Test Administration Manual Grades 1-12 for more guidance on group administration.

Grades 6-8 W-APT™ Student Answer Sheet For Group Administration

There are 4 files to download for each cluster of the W-APT (Grades 1-12)

Main W-APT Test Booklet

Test Administrator's Script

Student Writing Booklet

W-APT Scoring Sheet

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W-APT™ Training Resources

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Test Administration Manual

Scored Student Writing Sample Booklet for use in scoring the Writing Component

Online ACCESS for ELLs Training course (Speaking Test content and quiz)

Practice administering with a colleague

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W-APT™ Structure and Materials

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Gr. 1-12: Which W-APT™ form to give?

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1-2:

For students in 2nd semester Gr. 1 through 1st semester Gr. 3

3-5:

For students in 2nd semester Gr. 3 through 1st semester Gr. 6

6-8:

For students in 2nd semester Gr. 6 through 1st semester Gr. 9

9-12:

For students in 2nd semester Gr. 9 through 1st semester Gr. 12


Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
K	1-2 Test	3-5 Test	6-8 Test	9-12 Test							

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Administration Times and General Scoring




- Administration times vary according to student's level of proficiency

Gr. 1-12	Time to Administer	How to Score
Speaking	up to 15 minutes	rubric
Listening	up to 20 minutes	answer key
Reading	up to 20 minutes	answer key
Writing	up to 30 minutes	rubric

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General Administration and Using the Scoring Sheet



- Set up:
 - Sit at right angle to student
 - Lay out papers
- Follow script exactly
- Administer and score simultaneously
- Follow guidelines for adaptivity (on scoring sheet)

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W-APT™


Administration:

Speaking Grades 1-12

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Speaking Test Overview




- 2 Parts per form:
 - Social and Instructional Language (3 tasks)
 - Language of Language Arts/Language of Social Studies (5 tasks)
- The maximum number of tasks that can be administered is 8
- Scored using the WIDA Speaking Rubric

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Rules for Standardizing the Speaking Test




- Read each item only once (barring interruptions or if the student asks for a question to be repeated)
- Administer the test in English only
- Never write out parts of the test that are scripted as spoken items
- Master use of the speaking rubric and practice scoring sound samples from the training course at www.wida.us

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Speaking Rubric of the WIDA™ Consortium *




Task Level	Linguistic Complexity	Vocabulary Usage	Language Control
1 Entering	Single words, set phrases or chunks of memorized oral language	Highest frequency vocabulary from school setting and content areas	When using memorized language, is generally comprehensible; communication may be significantly impeded when going beyond the highly familiar
2 Beginning	Phrases, short oral sentences	General language related to the content area; groping for vocabulary when going beyond the highly familiar is evident	When using simple discourse, is generally comprehensible and fluent; communication may be impeded by groping for language structures or by phonological, syntactic or semantic errors when going beyond phrases and short, simple sentences
3 Developing	Simple and expanded oral sentences; responses show emerging complexity used to add detail	General and some specific language related to the content area; may grope for needed vocabulary at times	When communicating in sentences, is generally comprehensible and fluent; communication may from time to time be impeded by groping for language structures or by phonological, syntactic or semantic errors, especially when attempting more complex oral discourse
4 Expanding	A variety of oral sentence lengths of varying linguistic complexity; responses show emerging cohesion used to provide detail and clarity	Specific and some technical language related to the content area; groping for needed vocabulary may be occasionally evident	At all times generally comprehensible and fluent, though phonological, syntactic or semantic errors that don't impede the overall meaning of the communication may appear at times; such errors may reflect first language interference
5 Bridging	A variety of sentence lengths of varying linguistic complexity in extended oral discourse; responses show cohesion and organization used to support main ideas	Technical language related to the content area; facility with needed vocabulary is evident	Approaching comparability to that of English proficient peers in terms of comprehensibility and fluency; errors don't impede communication and may be typical of those an English proficient peer might make

Speaking Rubric

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How to Use the Rubric




- Look at proficiency level for the task being administered.
- Examine the expectations for each task level.
- Determine whether student's response meets all of the stated expectations for that task level.
- Do not score for content accuracy, but for the level of *language* expected at that task level.

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Using the Rubric: Possible Ratings



- *Exceeds expectations*—Goes beyond Task Level Expectations in quantity and/or quality
- *Meets expectations*—(expected score) Fulfills Task Level Expectations in quantity and quality
- *?*—Administrator is unclear whether task response *Approaches* or *Meets expectations*
- *Approaches expectations*—Comes close to Task Level Expectations, but falls short in quantity and/or quality
- *No response*—No response; response incomprehensible; response in native language; student unable to understand task directions
- *Not administered*—Item was not administered to student

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Adaptivity: Rules for Advancement

IN PART A

Go to next level Task if score on current Task is

- ?
- Meets OR
- Exceeds;

Go to Task 1 of Part B if score on current Task is

- Approaches OR
- No Response.

IN PART B

Go to next level Task if score on current Task is

- ?
- Meets OR
- Exceeds;

Go to LISTENING TEST if score on current Task is

- Approaches OR
- No Response.

Any Task following one marked *Approaches* (within a Part) should be marked *Not Administered*.

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Recording Speaking Scores

- Mark X for score for each task (T1, T2, etc.)

Task	Exceeds	Meets	?	Approaches	No response	Not Administered
Part A						
T1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part B						
T1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Count number of X on Exceeds and Meets

- Mark X for score for each task (T1, T2, etc.)

SPEAKING TEST	Exceeds	Meets	?	Approaches	No Response	Not Administered
Part A						
T1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part B						
T1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Recording Speaking Proficiency Level

Raw Score Conversion Table

If Total Number of Boxes Marked "Exceeds" or "Meets" is:	Then Speaking PL is:
8	6
7	5
6	4
5	3
3-4	2
0-2	1

DETERMINE PL FROM TABLE ABOVE

Enter Speaking PL in Composite Table on Page 2 of this Scoring Sheet

Composite Proficiency Levels (CPLs)

LITERACY		ORAL		OVERALL	
Reading PL	× .5	Speaking PL	× .5	Literacy CPL	× .7
Writing PL	× .5	Listening PL	× .5	Oral CPL	× .3
Literacy CPL		Oral CPL		Overall CPL	

Adjusted CPLs (adjusted for grade level)

Adjusted Literacy CPL	Adjusted Oral CPL	Adjusted Overall CPL
See p. 3	See p. 3	See p. 3

Use table on Scoring Sheet to determine Proficiency Level


Enter Speaking PL in composite proficiency level Table on Page 2 of Scoring Sheet

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Practice in Scoring Speaking Tests



- Study the speaking scoring rubric thoroughly
- Listen to speaking test samples available on the ACCESS for ELLs Test Administrator Training Course on the WIDA website
- Score the samples on a practice Scoring Sheet
- Read the rationales for the samples and compare with your score
- Refine your scoring to conform with the samples

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Test Administration: Listening and Reading Grades 1-12

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Listening and Reading Tests




- Multiple choice
- Scripted:
 - Do not read theme, question or response choices *unless scripted*
- For Reading:
 - Student reads to him/herself and points to answer
- Compare student's response with key on Scoring Sheet, mark 1 or 0

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Organization of Test Items (L & R)



Proficiency Level	Increasing Difficulty of Theme Folders (Parts)
5	
4	
3	Folder A
2	Folder B
1	Folder C
	Folder D
	Folder E

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Adaptivity of Listening and Reading Tests

WIDA

CONSORTIUM

▪ After completing a Part, tally total correct for that theme folder

▪ Follow criterion for advancement to decide next step

Listening				
Part	#	Key	Score (1 or 0)	Criterion for Advancement
A	1	A		If 2 or more correct, continue with Part B, otherwise skip to Reading, Part A.
	2	B		
	3	C		
	Total for Part A			
B	4	C		If 3 or more correct, continue with Part C, otherwise skip to Reading, Part A.
	5	B		
	6	C		
	Total for Part B			
C	8	A		If 2 or more correct, continue with Part D, otherwise skip to Reading, Part A.
	9	C		
	10	B		
	Total for Part C			

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Scoring the Listening and Reading Tests

WIDA

CONSORTIUM

Add up all the correct answers and put the total in here

Use the total to find the PL on the table and record it at the bottom – or use the W-APT Score Calculator online!

Part C	
11	B
12	C
13	C
Total for Part D	
14	B
15	D
16	C
Total for Part E	
TOTAL FOR LISTENING	
LISTENING PL	

Composite Proficiency Levels (CPLs)		
LITERACY	ORAL	OVERALL
Reading PL _____ × .5	Speaking PL _____ × .5	Literacy CPL _____ × .7
Writing PL _____ × .5	Listening PL _____ × .5	Oral CPL _____ × .3
Literacy CPL _____	Oral CPL _____	Overall CPL _____
Adjusted CPLs (adjusted for grade level)		
Adjusted Literacy CPL <small>See p. 3</small>	Adjusted Oral CPL <small>See p. 3</small>	Adjusted Overall CPL <small>See p. 3</small>

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CONSORTIUM

Test Administration:
Writing Grades 1-12

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Writing Test

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CONSORTIUM

▪ Up to 30 minutes

▪ Student writes in separate student writing booklet

▪ 2 tasks per form:

▪ Part A, Social and Instructional Language

▪ Part B, Language of Mathematics

▪ Administer Part A and/or Part B based on S, L, and R scores

▪ Score using the WIDA Writing Rubric

▪ Enter score on scoring sheet

WRITING TEST	PL SCORE
<small>(If both tasks were administered, enter the higher of the two scores. The minimum PL score is 1. Consult Test Administration Manual and Writing Samples for scoring details.)</small>	<small>Enter Writing PL in Composite Table on Page 2 of this Scoring Sheet</small>

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Writing Rubric of the WIDA™ Consortium Grades 1-12				
Level	Linguistic Complexity	Vocabulary Usage	Language Control	
6 Reaching*	A variety of sentence lengths of varying linguistic complexity in a single tightly organized paragraph or in well-organized extended text; tight cohesion and organization	Consistent use of just the right word in just the right place; precise Vocabulary Usage in general, specific or technical language.	Has reached comparability to that of English proficient peers functioning at the "proficient" level in state-wide assessments.	
5 Bridging	A variety of sentence lengths of varying linguistic complexity in a single organized paragraph or in extended text; cohesion and organization	Usage of technical language related to the content area; evident facility with needed vocabulary.	Approaching comparability to that of English proficient peers; errors don't impede comprehensibility.	
4 Expanding	A variety of sentence lengths of varying linguistic complexity; emerging cohesion used to provide detail and clarity.	Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident.	Generally comprehensible at all times, errors don't impede the overall meaning; such errors may reflect first language interference.	
3 Developing	Simple and expanded sentences that show emerging complexity used to provide detail.	Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident.	Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text.	
2 Beginning	Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced.	Usage of general language related to the content area; lack of vocabulary may be evident.	Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors.	
1 Entering	Single words, set phrases or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language.	Usage of highest frequency vocabulary from school setting and content areas.	Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text.	

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WIDA™
CONSORTIUM

Completing the Scoring Sheet and Interpreting Scores

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W-APT Score InformationWIDA™
CONSORTIUM

Scoring Sheet includes instructions for calculating student's overall composite proficiency level score:

- Reading and Writing are weighted at 35% each
- Listening and Speaking are weighted at 15% each

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Scoring Sheet Page 1WIDA™
CONSORTIUM

Grades 3-5 W-APT™ Scoring Sheet
for Speaking and Writing

Date: _____ School District: _____ Test Administrator: _____
First name: _____ Last name: _____ Grade: _____ Age: _____
Student ID: _____ Home language: _____ B (L): _____

STANDARD	Exceeds	Meets	?	Approaches	No Response	Not Administered
Part A						
T1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part B						
T1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Speaking Task Scoring Guidelines

Exceeds task level expectations in quantity and/or quality

Meets task level expectations in quantity and quality

Approaches task level expectations but falls short in quantity and/or quality

No response, response incomprehensible, student unable to understand task directions

Raw Score Conversion Table

# Total Number of Items Marked "Exceeds" or "Meets"	Item Scoring PL is
0	1
1	2
2	3
3	4
4	5
5	6

Revised PL:
Determine PL from table above
Enter Speaking PL in Composite Proficiency Level table on Page 2 of this Scoring Sheet

Writing Task

First name and last name: _____
Enter Writing PL in Composite Proficiency Level table on Page 2 of this Scoring Sheet

Writing PL Score: _____
Enter Writing PL in Composite Proficiency Level table on Page 2 of this Scoring Sheet

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Scoring Sheet Page 2



Grades 3–5 W-APT™ Scoring Sheet
for Listening and Reading

Listening Test				Reading Test			
Part	# Key	Score (17-20)	Criteria for Advancement	Part	# Key	Score (17-20)	Criteria for Advancement
A	1	C	#1 or more correct concord with Part C Advancing into Part 2 Reading, Part 2	1	A	#1 or more correct concord with Part C Advancing into Part 2 Writing Test	
	2	D			2		B
	3	A			3		C
	4	C			4		A
	5	A			5		D
Total for Part A				Total for Part A			
	6	B	#1 or more correct concord with Part C Advancing into Part 2 Reading, Part 2	B	D	#1 or more correct concord with Part C Advancing into Part 2 Writing Test	
	7	A			7		C
	8	B			8		A
	9	C			9		D
	10	C			10		C
Total for Part B				Total for Part B			
	11	B	#1 or more correct concord with Part C Advancing into Part 2 Reading, Part 2	C	A	#1 or more correct concord with Part C Advancing into Part 2 Writing Test	
	12	C			12		C
	13	C			13		C
	14	C			14		A
	15	B			15		B
Total for Part C				Total for Part C			
	16	A	#1 or more correct concord with Part C Advancing into Part 2 Reading, Part 2	D	A	#1 or more correct concord with Part C Advancing into Part 2 Writing Test	
	17	C			17		C
	18	C			18		C
	19	C			19		C
	20	C			20		C
Total for Part D				Total for Part D			
	21	B	#1 or more correct concord with Part C Advancing into Part 2 Reading, Part 2	E	A	#1 or more correct concord with Part C Advancing into Part 2 Writing Test	
	22	C			22		C
	23	C			23		C
	24	C			24		C
	25	D			25		B
Total for Part E				Total for Part E			
	26	A	#1 or more correct concord with Part C Advancing into Part 2 Reading, Part 2	F	A	#1 or more correct concord with Part C Advancing into Part 2 Writing Test	
	27	C			27		C
	28	C			28		C
	29	C			29		C
	30	C			30		C
Total for Part F				Total for Part F			
	31	B	#1 or more correct concord with Part C Advancing into Part 2 Reading, Part 2	G	A	#1 or more correct concord with Part C Advancing into Part 2 Writing Test	
	32	C			32		C
	33	C			33		C
	34	C			34		C
	35	C			35		C
Total for Part G				Total for Part G			
	36	A	#1 or more correct concord with Part C Advancing into Part 2 Reading, Part 2	H	A	#1 or more correct concord with Part C Advancing into Part 2 Writing Test	
	37	C			37		C
	38	C			38		C
	39	C			39		C
	40	C			40		C
Total for Part H				Total for Part H			
	41	B	#1 or more correct concord with Part C Advancing into Part 2 Reading, Part 2	I	A	#1 or more correct concord with Part C Advancing into Part 2 Writing Test	
	42	C			42		C
	43	C			43		C
	44	C			44		C
	45	C			45		C
Total for Part I				Total for Part I			
	46	A	#1 or more correct concord with Part C Advancing into Part 2 Reading, Part 2	J	A	#1 or more correct concord with Part C Advancing into Part 2 Writing Test	
	47	C			47		C
	48	C			48		C
	49	C			49		C
	50	C			50		C
Total for Part J				Total for Part J			
Listening Test Summary				Reading Test Summary			
Total Score (17-20)				Total Score (17-20)			
Average Score (17-20)				Average Score (17-20)			
Total Score (17-20)				Total Score (17-20)			
Average Score (17-20)				Average Score (17-20)			
Total Score (17-20)				Total Score (17-20)			
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Average Score (17-20)				Average Score (17-20)			
Total Score (17-20)				Total Score (17-20)			
Average Score (17-20)							

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Scoring Sheet Page 3



Grades 3–5 W-APT™ Composite Score Grade Level Adjustments

Grades 3–5 W-AP1 – Composite Score Grade Level Adjustments

In January 2010, WIDA updated the Grades 1-12 W-APT Scoring Sheets to include the option to calculate Literacy and Oral Composite Proficiency Levels (CPLs).

Why is adjustment necessary? Students in the upper grades of each grade level cluster (2nd graders in the 1-2 cluster, 5th graders in the 3-5 cluster, and so on) have potentially been exposed to more of the academic content topics in which WIDA embeds its language proficiency assessments. Therefore, they may be at a slight advantage over students in the earlier grade levels of the cluster. For this reason, mathematical adjustments are made to the scores of lower grade level students within the cluster. Please note that CPLs for Grade 5 test-takers do not need adjustment.

Literacy CPL				Oral CPL				Overall CPL			
Grade 4 Adjusted Literacy CPL = Literacy CPL + 1.13 ± 0.07				Grade 4 Adjusted Oral CPL = Oral CPL + 1.08				Grade 4 Adjusted Overall CPL = Overall CPL + 1.10 ± 0.06			
Grade 3 Adjusted Literacy CPL = Literacy CPL + 1.20 ± 0.26				Grade 3 Adjusted Oral CPL = Oral CPL + 1.18 - 0.04				Grade 3 Adjusted Overall CPL = Overall CPL + 1.22 ± 0.09			
If Literacy CPL =	Then Grade 4 adjusted Literacy CPL =	Then Grade 3 adjusted Literacy CPL =		If Oral CPL =	Then Grade 4 adjusted Oral CPL =	Then Grade 3 adjusted Oral CPL =		If Overall CPL =	Then Grade 4 adjusted Overall CPL =	Then Grade 3 adjusted Overall CPL =	
1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
1.5	1.7	2.0		1.5	1.6	1.7		1.5	1.7	1.9	
2.0	2.3	2.6		2.0	2.1	2.3		2.0	2.2	2.5	
2.5	2.8	3.2		2.5	2.7	2.9		2.5	2.8	3.1	
3.0	3.4	3.8		3.0	3.2	3.5		3.0	3.3	3.7	
3.5	4.0	4.4		3.5	3.7	4.0		3.5	3.9	4.3	
4.0	4.5	5.0		4.0	4.3	4.6		4.0	4.4	4.9	
4.5	5.1	5.6		4.5	4.8	5.2		4.5	5.0	5.5	
5.0	5.7	6.0		5.0	5.4	5.8		5.0	5.5	6.0	
5.5	6.0	6.0		5.5	5.9	6.0		5.5	6.0	6.0	
6.0				6.0	6.0	6.0		6.0			

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Calculating the scores



- 1) After completing all domains of the test, the test administrator will use the raw score conversion tables on the scoring sheets to convert the raw scores into Proficiency Levels (PL)

Raw Score Conversion Table		Raw Score Conversion Table	
If Total Is:	Then PL Is:	If Total Is:	Then PL Is:
0 - 3	1	0 - 5	1
4 - 7	2		
8 - 9	3		
10 - 11	4		
12	5		
13 - 16	6		

Part D	
14	A
15	C
16	B
17	B

Total for Part E	

Total for Reading	

Reading PL Determine from	

2) Proceed to follow formula on the score sheet to calculate the composite proficiency

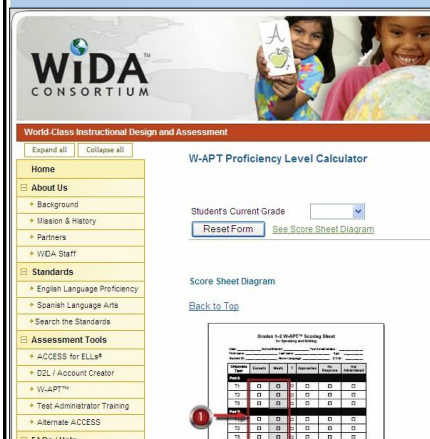
- 2) Proceed to follow the formula on the scoring sheet to calculate the composite proficiency level (CPL)

Composite Proficiency Levels (CPLs)					Level (CPL)
LITERACY		ORAL		OVERALL	
Determine the W-APT and Composite Proficiency Levels		Speaking PL $\times .5$		Literacy CPL $\times .7$	
		Listening PL $\times .5$		Oral CPL $\times .3$	
		Oral CPL		Overall CPL	
	Adjusted CPLs (adjusted for grade level)				
Adjusted Literacy CPL see p. 3		Adjusted Oral CPL		Adjusted Overall CPL	

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W-APT™ Proficiency Level Calculator



W-APT Proficiency Level
Calculator on WIDA
Website (does not
require a login)

- Prompts you to enter the raw scores (except for Writing which is assigned a Proficiency Level)
- Includes score sheet diagram for reference

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W-APT Score Information

Raw scores - indicates the actual number of items or tasks to which the student responded correctly out of the total number of items or tasks

Proficiency level - describes a student's performance in terms of the six WIDA English language proficiency levels

Composite proficiency level (CPL) - records an overall, weighted score for all the language domains

Grade-Specific Composite Proficiency Level Scores - are the CPL scores adjusted to the test taker's grade in recognition of the fact that the test is more difficult for test-takers in the early grades. Based on this reasoning, test-takers in the highest grade of the cluster do not receive any adjustment in their scores.

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Using W-APT Results to make placement/service decisions

- For Grades 1-12, if a student scores an overall composite proficiency level of less than a 5.0 on the W-APT the student is considered LEP and will be placed in an ELL program. The student will take ACCESS in January.
- For Grades 1-12, if a student scores an overall composite proficiency of a 5.0 on the W-APT the student is considered Initially Fully English Proficient (IFEP). The student is not LEP and will not take ACCESS in January.

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Using W-APT Results to select a Tier for ACCESS for ELLs

1

2

3

4

5

6

ENTERING

BEGINNING

DEVELOPING

EXPANDING

BRIDGING

REACHING

Tier A

Tier B

Tier C

Grades 1-12

Use the student's W-APT scores to determine which tier is the best fit for ACCESS for ELLs testing.

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Tier Structure of ACCESS for ELLs

1

2

3

4

5

6

ENTERING

BEGINNING

DEVELOPING

EXPANDING

BRIDGING

REACHING

Tier A

Tier B

Tier C


Grades 1-12

Kindergarten – Adaptive

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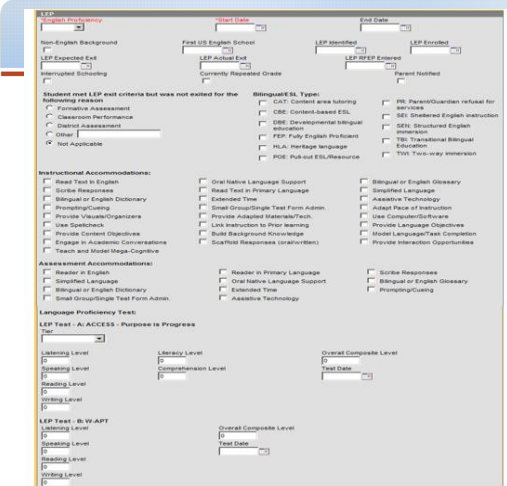
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Interpreting LEP Information in Infinite Campus


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LEP Screen in Infinite Campus

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Accommodations Manual and Training Materials


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Accommodations Manual and Training Materials

- KDE has been working with George Washington University CEEE for the past year on an accommodations manual and training materials.
- The purpose of the manual and training materials are to help teachers give the appropriate instructional accommodations and assessment accommodations for their ELL students based on the child's level of English Language Proficiency.
- KDE will be releasing the accommodations manual and training materials to the districts soon.

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Questions or Comments?

World-class Instructional Design and Assessment

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